GWS 2050  Introduction to Gender Studies  Shauna MacDonald
TR 1:00-2:15
This course will provide an introduction to gender studies, women’s studies, and feminist studies—three academic fields that directly intersect with our contemporary lives, from the everyday decisions we make to the formation of activist movements. Together, we will interrogate the meanings of sex, gender, and feminism; the construction and maintenance of systemic power differences; the ways knowledge(s) grow from embodied experience; and the place of feminism in our world. While we will work with a variety of texts (journal articles / book chapters, literature, films, podcasts, etc.) from thinkers of diverse identities and motivations, our discussions will move us toward a more dynamic understanding of how gender and sexuality construct, enable, constrain, and transform our lives. Our lenses will be intersectional, our methods will be collaborative, and our analyses will be informed and critical.

AAH 3005  Gender, Sexuality, and Visual Culture  Timothy McCall
TR 4:00-5:15
This course is a critical survey of themes and issues relating to the construction of gender and sexuality as visualized, produced, and expressed in and through art and visual culture. We explore the representation, viewing, production, and interpretation of art with a resolute historicism, while spanning chronological periods and geographic boundaries (focusing primarily, however, on the United States and Europe from the fifteenth century to the present). This course is decisively interdisciplinary in nature; we consider approaches from art history, history, visual studies, film history, and literary criticism. Likewise, the visual materials we investigate cross traditional art historical boundaries, reflecting the more expansive conception of visual and material culture.

We examine topics including, among others, women artists, the gaze, feminist art and art history, queer identities and art, and recent controversies involving censorship and art. Not only artists, but also viewers and spectators, will be shown to interpret creatively, even oppositionally, according to, and sometimes against, various positions and categories of identity. We will explore the ways that visual constructions of gender and sexuality are informed historically by constructions of race and ethnicity, and so too the ways they intersect with understandings and experiences of class, status, and privilege (and, equally, marginalization and exclusion). By investigating what is at stake for those rendered artistically and culturally invisible, and by considering artists who increasingly assert the visibility of marginalized identities and experiences, we can perceive crucial connections between power, normativity, and visual representation.

The course requires first hand looking and writing about a work of art in the Philadelphia Museum of Art or another Philadelphia-area museum or gallery. By employing gender and
sexuality as analytical categories and tools, students will become not just more sophisticated art historians, but critical consumers of the visual culture that surrounds us.

**ECO 3118**  
*Women and the Economy*  
Cheryl Carleton  
MW 4:30-5:45  

This course will examine the role of women in the U.S. economy, present and past, as well as look to the future. The course begins with a quick discussion of current issues that face women in the economy. Next, it takes an historical look at the changing role of men and women in the economy as the U.S. moved from an agricultural to industrialized society and the forces that shaped that change. Then the course explores where women and men are today in terms of occupations, wages, household responsibilities, and leadership positions. Current scholarship on why gender diversity in firms, particularly in leadership positions, is so important is examined. We then delve more deeply into factors that affect these outcomes: models of labor supply, models of labor market discrimination, the role the legal side plays, the role of social norms, and communication differences. We will spend some time examining the caring industry, as it is an industry dominated by women. We will also explore potential policies or other changes aimed at addressing questions of equality and equity based on gender. As a Women’s Studies course it strives to be both a complement and a correction to the established discipline. It will also be more inter-disciplinary than other strictly economics courses. While we will be using economic texts and analysis to examine the issues of Women and Work, we will also be examining the issues from other perspectives, as there are several factors beyond economics which impact, have impacted, and continue to impact the decisions that women make with regards to their and their families lives. It is hoped that by the end of the course the student will have a firm understanding of the role of women in the U.S. today, what factors have influenced this role and have an understanding of what factors and issues will have the largest influence on the future role of women in the U.S.

**ENG 2300**  
*Women in Literature*  
Ellen Bonds  
MW 1:30-2:45  

In this course, we will examine the roles that women have played and continue to play in literature—as characters, as readers, and most importantly as writers. We will read a diversity of women authors and consider how they explore not only women’s issues but also gender issues—relationships between men and women, the roles both men and women have played in history and society, as well as issues pertaining to race and class.

Beginning with Sappho, we will trace women’s contributions to literature from antiquity to the present, examining how writers have represented and critiqued structures of power based on gender identity. Students will read poetry, fiction, essays, and drama from a range of authors such as Jane Austen, Virginia Woolf as well as Audre Lorde and Toni Morrison. We will also read writers essential to an understanding of feminist history and theory: Elaine Showalter, bell hooks, Trinh T. Minh-ha, Hélène Cixous, Simone de Beauvoir, Sandra
Gilbert, Susan Gubar, and Elaine Scarry. Ultimately, students will explore questions such as—How are women’s and men’s lives portrayed in literature? How and in what ways do certain works challenge or affirm conventional ideas about men and women? How and in what ways do women writers use their voices to expose marginalization, resist oppression, and deconstruct rigid binarisms, negotiating new possibilities for power dynamics in gender relationships?

ENG 3350  
**Milton**  
**Lauren Shohet**  
**TR 4:00-5:15**

This course will explore the writing of John Milton (1608-1674) and also “Milton” as a cultural and literary institution. We will consider both what is unique and what is representative about his beautiful poetry, his political pamphlets, and his influential writing on gender, sex, knowledge, marriage, and divorce. We also will consider how later revolutionaries, reactionaries, and artists engage Miltonic ideas. Focusing on Paradise Lost, we will read additional portions of Milton’s poetry and prose: early lyrics, some of the divorce tracts, and the anti-censorship pamphlet Areopagitica. Additionally, we’ll work with writing that engages Miltonic texts and traditions, both contemporary with Milton (the seventeenth-century poet Lucy Hutchinson) and afterwards (Mary Shelley, William Blake, C. S. Lewis, Philip Pullman, Homer Simpson).

We’ll start by carefully reading Milton’s early poetry in ways that aim to help students unfamiliar with the Renaissance and/or with poetry to become comfortable with both. The bulk of our time, in the middle of the semester, will be spent with *Paradise Lost*. We will study a few critical articles about Miltonic texts and their historical context. At the end of the course, we’ll examine some of Milton’s other late poetry as well as novels and films that respond to *Paradise Lost*.

Requirements: class participation, frequent journal writing, three papers (in successive drafts), debates, staged reading of a portion of *Paradise Lost*, oral midterm, breakout final group project on a *Paradise Lost* adaptation.

ENG 4692  
**Crime Fiction and Gender**  
**Jean Lutes**  
**TR 11:30-12:45**

This course studies detective fiction as an intellectually rich phenomenon that critiques social and economic realities and addresses fundamental questions about the nature of knowledge itself. As its title suggests, it also assumes that ideas about gender are central to narratives of detection—and that a rigorous inquiry into the genre yields insight into the startling array of meanings our culture has associated with sexuality and gender. Surveying a selection of American detective fiction beginning with Edgar Allan Poe’s short stories, we will read the genre as both an art form and an index of cultural beliefs, and we will apply feminist theories about embodiment, knowledge, desire, intersectionality, and structures of
power to the narratives we read. We will ask some hard-boiled questions of our own, including: What desires are created, fulfilled, or neglected by detective fiction? What can be known, how, and by whom? Along with way, we will consider the shifting landscape of crime fiction and how critical approaches to the genre have evolved. Likely texts include Dashiell Hammett’s *The Maltese Falcon* (1930), Raymond Chandler’s *The Big Sleep* (1939), Patricia Highsmith’s *The Talented Mr. Ripley* (1955), Chester Himes’s *A Rage in Harlem* (1957), and Walter Mosley’s *Devil in a Blue Dress* (1990).

ENG 3250  Medieval Saints and Sinners  Alice Dailey
TR 10:00-11:15
For many students, exposure to medieval drama is limited to morality plays like the frequently anthologized *Everyman*, whose one-dimensional characters and heavy religious allegory seem to belong to a remote and primitive dramatic tradition. By contrast, the plays of Shakespeare and his contemporaries represent for the literary canon the pinnacle of western drama—the flourishing of an art form that appears to have little in common with its medieval precursors. Consequently, we seldom study medieval and Renaissance drama as part of a developmental continuum. This course takes a different approach. Through our reading of a range of medieval and Renaissance texts, we will think about how plots, characters, and motifs of medieval religious literature are adapted for the secular genres of the Renaissance stage. We will consider not only how religious literature is transformed into genres like romance and domestic comedy but why early modern playwrights turned to medieval dramatic and religious structures to explore ostensibly secular themes. Our reading selections will focus on the moral extremes described by medieval literature—the saint, the martyr, the virgin, the whore, the torturer, the pagan, the devil—and how Renaissance plays exploit the simplicity of these categories at the same time that they complicate and challenge them. We will also read a range of theoretical arguments related to torture spectacles and the gendered dynamics of pornographic violence. Texts include readings in cultural theory and anthropology; medieval passion plays, miracle plays, and saints’ tales (including Chaucer); Marlowe’s *Dr. Faustas* and *The Jew of Malta*; and Shakespeare’s *The Merchant of Venice, Pericles*, and *The Winter’s Tale*. Assignments include an online discussion forum, a term paper, and a creative term project.

HIS 3095  Cleopatra in History  Kelly-Anne Diamond
TR 4:00-5:15
HIS 1150  Gender and Conquest in the Early Atlantic World, 1500-1800  
TR 2:30-3:45  
Catherine Kerrison

This course will study the varieties of women’s experiences in the New World colonies as well as the gendered concepts that allowed European men to conquer and subdue the Americas’ indigenous populations with impunity. We will consider Native American Indian women who moved across cultural boundaries; African women forcibly removed from their home farms to till rice, sugar, and tobacco; as well as the necessary assistance of European women to the project of “civilizing” the wilderness: French nuns in New France; English women in the Chesapeake; Spanish women in Mexico City. But more than the experiences of women, we will look more deeply into the concepts of gender: the construction of ideas of masculinity and femininity and the ways in which those concepts became increasingly racialized with the cross currents of migration (both voluntary and involuntary); and how gender concepts were used to rationalize European imperial control of the Americas. Arguably, with the establishment of creole societies and the intricate legal codes to prop them up, Europeans thought their conquest complete. Throughout, we will also scrutinize historical methods, as we ask: how do historians know what they know?

HIS 1075  Global Women & Daily Life  
MW 6:00-7:15  
Gina Talley

This course will explore major subjects, themes, and approaches to the history of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, and European women. We will consider TOPs such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing articles, monographs, memoirs and oral histories. Through an introduction to the historical methods of social and cultural history we will explore and compare women in a variety of countries to examine lived experiences of race, ethnicity, class, region, and sexuality. We will also be attentive to the differences amongst and between women of various groups. Particular consideration will be given to women’s agency, women’s autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

HIS 4049  Women in the Middle East  
TR 10:00-11:15  
Hibba Abugideiri

This course offers an introduction to the study of Middle Eastern and North African (ME/NA) Muslim women in the modern period. We will take a cursory glance at various
topics, starting with Islamic tradition and law in the early centuries of Islam as a historical basis, then move into issues of modern history – including European imperialism, nationalism and decolonization, “the veil,” the modern nation-state, modern Islamic law and women’s resistance – in order to examine the social ideas about, and varied roles of, women in modern ME/NA societies. In studying these topics, the goal of this course is to investigate whether or not there is a disparity between how Muslim women have historically been understood in discourses of “the East” and “the West” and what actual roles and positions ME/NA women have historically assumed in their societies. Equally central to our investigation is the question of power, especially as it relates to constructions of gender in Middle Eastern cultures and particularly as we attempt to understand how non-Western societies conceptualize gender relations similarly or differently than the more familiar cultures of Western societies. Knowledge of ME/NA history is a plus but not required.

*This course fulfills Diversity Requirement 2.

**PHI 2410** Philosophy of Sex and Love Heather Coletti
MW 6:00-7:15
In this course, we'll follow an arc from sex and relationships on college campus—where you all are immersed for four intense years—to sex and caring relationships after college. On the one hand, we have the casual (even cold) nature of campus hookup culture; on the other, we have romantic concepts of love, marriage and parenthood, which most people do not anticipate as casual or cold. But if college is supposed to be preparation for adulthood and a more serious stage of life, and relationships comprise a major component of college and post-college life, what exactly is the college experience contributing to young adults’ preparation for being a caring adult in relationships? In this course, we'll analyze campus hookup culture and what it means to opt-in or out of it; we'll examine the realities of running a household with (and without) children; and we'll ask why caring labor is so emotionally challenging, why it is not valued by society, and why women still do the overwhelming bulk of this work. Contemporary feminist philosophy and interdisciplinary Women's Studies materials will comprise the bulk of the reading.

**PHI 2420** Philosophy of Women Jingchoa Ma
TR 8:30-9:45
In this course, we will explore the various schools, perspectives, and ideas of contemporary feminist thinkers. The materials are divided into three sections: in “theoretical toolkit,” we discuss some concepts in contemporary feminist socio-political writings that will serve as a toolkit for our understanding of gender and intersectional issues today; in “gender and society,” we investigate how society shapes gender as we know it and the ways in which different people experience gender and sexuality; in the last section, “politics, changes, and paradoxes,” we examine the risks and opportunities of feminist politics in its various forms.
In this course, you will learn to:

- Read major texts from different fields of contemporary feminist philosophy and locate them in their theoretical context and background;
- Develop your understanding of intersectional feminism and understand how race, gender, sexuality, class, disability, etc. are systematically at work in oppression;
- Apply feminist philosophical theories to your own life experiences and a series of contemporary issues;
- Develop your research and writing skills and engage with feminist philosophical concepts and contemporary issues.

**PHI 2420 Philosophy of Women**
Yannik Thiem
MW 6:00-7:15

What exactly is “gender”? How many genders are there? How is gender related to sexuality? How do sex and gender relate to other forms of difference and identities, such as sexuality, race, ethnicity, class, and ability? Why do some possibilities for changing bodies make us uncomfortable while others don’t bother us as much? How do we communicate across differences without shutting down and without pretending that we all can have the same experiences? These questions will be among the main questions that we will pursue in this class as we seek to explore how sex and gender extend beyond the category of women and the biology of our bodies. We will consider how sex and gender matter as issues of politics, justice, and individual experience today, especially in the context of multiracial societies and transnational feminist discussions.

**PJ 2800 Race, Class, & Gender**
Jared Bishop, TBD
MW 4:30-5:45
M 6:10-8:50

In this course, we will develop and discuss how one’s identity, cultural location, and perceived difference (including one’s race, class, and gender, among others) organize and sustain inequalities that exist in the 21st century U.S. We will meaningfully engage authors who describe, historicize, and problematize inequality through interpretive, critical, and normative lenses. We will begin interpreting how to best understand the nature and context(s) of inequality. We will then apply a critical lens to these discussions, looking at how these forms of inequality are created and sustained. Finally, we will examine their normative dimensions, asking how we—as students/teachers/citizens—ought to engage this important sociocultural moment.

**SOC 2300 Sociology of the Family**
Melissa Hodges
TR 11:30-12:45

Exploration of how we define and construct families and the relationships between families, cultural discourse, and social institutions. Topics include: institutional organization of mate selection, courtship, and marriage relationships in American society;
parenthood and extended family relationships and functions; family disorganization and change.

SPA 3412  Women Writers of Spain  Cristina Percoco
MW 3:00-4:15